



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3002 E Nisbet, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jesse Acosta
Schedule : 07:00 AM to 03:30 PM
Grades : 7-8
Web Address : epage.pvUSD.k12.az.us/gmsweb/
Phone Number : (602) 493-6300
Fax Number : (602) 971-6385
E-mail : jacosta@pvschools.net

Mission

Greenway Middle School's mission is to challenge our students to reach their full potential and create a culture of excellence and respect for all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Continue to develop a positive, supportive learning environment as indicated by student pass/failure rates, teacher recommendations and AIMS data.
- ü Improve reading, writing and math skills in all our students.
- ü Provide before- and after-school homework classes to help students with homework assignments and class work. Provide after school AIMS support for students who have struggled on the test.
- ü Continue implementation of our Advancement Via Individual Determination (AVID) program.

Enrollment

October 1, 2005 School Year Student Enrollment : 720
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 38

Instructional Programs

- ü Curriculum Integration & Alignment
- ü English Language Learners (ELL)
- ü Honors Core & Gifted Classes
- ü Before- and After-school Homework Club
- ü Title 1 Services in Math and Reading
- ü AVID Program
- ü Quest Kids Program
- ü Thinking Maps

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our responsibility is to prepare our students to function in the real world. We will communicate with parents regularly and help them become part of the educational process. We will establish a cooperative bond that fosters growth and success.

Parents

Parents are an integral part of our learning process. A successful educational team includes the teacher, the student and the parent. We want parents to send the student prepared to learn and we want parents to become involved in school activities.

Transportation Policy

Students who live one and one-half miles from school may ride the bus. Transfer students who live outside our attendance boundaries must provide their own transportation. Special education students are accommodated according to the requirements of their IEPs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Hispanic Teacher of the Year (Chicanos Por La Causa)	2006
ü AZ English Acquisition Services Teacher of Yr.(nominee)	2006
ü Teacher in Space Program (two teachers selected)	2006
ü John Hopkins Summer Institute (two students selected)	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	2578	78546	94	97	97	523	558	543	19	9	15	24	12	18	52	58	52	5	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	165	1246	38645	95	97	98	529	560	545	16	8	13	21	12	18	57	60	54	6	20	15
Male	167	1328	39792	92	97	97	518	557	542	22	11	17	26	12	17	48	57	50	4	20	15
African American	12	82	4205	86	92	97	520	541	524	25	7	22	17	18	22	58	67	49	NA	7	7
Hispanic	211	515	31177	95	95	97	512	521	524	26	24	22	27	23	23	44	47	48	3	6	7
Asian/Pacific Islander	NC	67	1940	NC	99	99	NC	583	580	NC	NA	5	NC	13	9	NC	49	53	NC	37	33
American Indian/Alaskan Native	NC	34	4689	NC	94	95	NC	539	515	NC	21	28	NC	24	25	NC	38	43	NC	18	4
White	100	1878	36450	92	98	97	545	569	563	4	6	7	18	9	12	70	62	57	8	24	23
Students with Disabilities	16	226	8093	43	75	82	499	501	489	38	41	50	44	22	24	13	35	23	6	3	2
Students without Disabilities	316	2352	70453	99	100	100	524	563	549	18	6	11	23	11	17	54	61	56	5	22	16
Limited English Proficient Students	76	162	9323	87	94	94	475	483	491	61	56	47	26	22	28	13	21	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	212	649	34694	93	93	96	517	526	524	22	19	23	25	22	23	50	54	48	3	5	7
Non-Economically Disadvantaged	120	1929	43852	95	99	99	534	569	559	13	6	10	22	9	13	58	60	56	8	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	2617	79045	97	98	98	493	526	512	17	7	10	31	19	25	50	64	58	2	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	168	1261	38860	97	98	98	502	534	519	12	5	7	29	15	22	55	66	62	4	14	8
Male	175	1351	40075	96	98	97	485	518	505	22	8	12	34	22	28	45	63	54	NA	7	6
African American	13	87	4250	93	98	98	485	515	500	38	6	12	15	29	31	46	56	54	NA	9	3
Hispanic	215	527	31314	96	98	98	481	491	493	23	19	16	37	33	34	39	45	48	1	3	2
Asian/Pacific Islander	NC	67	1949	NC	99	99	NC	541	536	NC	4	4	NC	10	15	NC	66	66	NC	19	15
American Indian/Alaskan Native	NC	36	4719	NC	100	96	NC	508	489	NC	14	15	NC	25	39	NC	50	45	NC	11	2
White	106	1897	36730	97	99	98	518	535	532	4	3	4	23	14	16	71	70	68	3	13	12
Students with Disabilities	28	263	8552	76	87	87	457	469	463	50	30	35	32	38	40	18	30	23	NA	2	1
Students without Disabilities	315	2354	70493	99	100	100	497	531	517	14	4	7	31	16	24	53	68	62	2	12	8
Limited English Proficient Students	79	167	9355	91	97	95	440	448	456	57	47	37	39	42	48	4	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	219	667	34922	96	95	96	485	495	493	21	15	15	35	32	34	42	49	48	2	3	3
Non-Economically Disadvantaged	124	1950	44123	98	100	99	508	536	527	10	4	6	25	14	18	64	69	66	2	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	352	2661	79657	99	100	99	553	579	566	6	2	3	8	4	8	86	92	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	173	1280	39120	100	100	99	567	591	580	4	1	2	6	2	4	90	95	92	NA	2	2
Male	179	1378	40423	98	100	98	539	568	553	8	3	5	9	7	12	83	89	83	NA	1	1
African American	13	88	4290	93	99	99	518	577	560	23	5	4	NA	1	9	77	92	86	NA	2	1
Hispanic	223	543	31642	100	100	99	545	553	552	8	6	5	10	10	11	82	83	84	NA	1	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	591	589	NC	1	1	NC	3	3	NC	96	91	NC	NA	4
American Indian/Alaskan Native	NC	36	4760	NC	100	97	NC	576	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	107	1925	36929	98	100	99	575	586	579	1	1	2	4	3	5	95	94	91	NA	2	2
Students with Disabilities	35	302	9069	95	100	92	528	529	508	3	5	11	20	21	30	77	71	58	NA	3	1
Students without Disabilities	317	2359	70588	100	100	100	556	585	573	7	2	2	6	2	5	87	94	91	NA	2	1
Limited English Proficient Students	86	175	9521	99	100	96	496	499	507	17	15	13	27	27	24	56	57	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	228	693	35341	100	99	97	545	558	551	8	5	5	8	8	12	84	86	83	NA	1	0
Non-Economically Disadvantaged	124	1968	44316	98	100	100	567	586	578	3	1	2	6	3	5	90	93	90	NA	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	322	2561	78400	92	97	97	538	568	554	29	14	21	22	16	19	42	52	47	7	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	157	1281	38686	93	96	98	538	568	554	30	13	20	21	17	20	43	54	49	6	16	12
Male	165	1277	39636	91	98	96	537	569	554	28	15	23	22	15	18	41	51	46	8	19	13
African American	15	77	4193	94	97	97	520	536	533	33	29	32	33	25	23	33	43	40	NA	4	5
Hispanic	197	480	30732	92	95	97	524	530	534	38	34	31	22	23	24	37	39	40	3	5	5
Asian/Pacific Islander	NC	60	1827	NC	98	99	NC	588	594	NC	5	8	NC	15	12	NC	47	49	NC	33	31
American Indian/Alaskan Native	NC	26	4536	NC	93	95	NC	544	528	NC	19	35	NC	19	25	NC	58	37	NC	4	4
White	103	1916	37038	93	98	97	566	579	575	13	9	11	18	14	14	53	56	56	16	21	19
Students with Disabilities	22	222	7840	47	76	81	512	509	498	45	48	60	23	20	18	32	30	20	NA	3	2
Students without Disabilities	300	2339	70560	99	100	99	539	573	560	28	11	17	22	16	19	43	54	50	7	19	14
Limited English Proficient Students	76	162	8956	84	93	95	489	496	502	70	65	56	17	16	25	13	18	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	200	597	33014	88	92	95	529	533	534	35	30	31	22	24	24	39	42	40	5	5	5
Non-Economically Disadvantaged	122	1964	45386	98	99	99	551	579	569	20	9	15	22	14	15	48	55	52	10	22	18

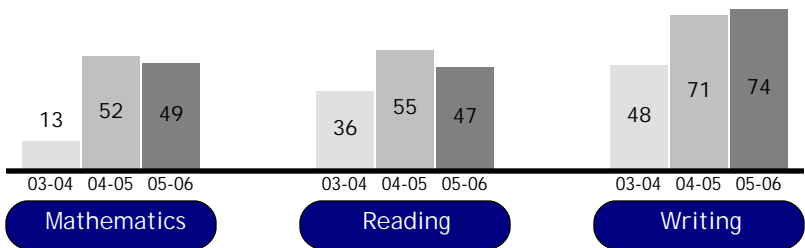
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	2627	79179	98	100	98	498	532	519	21	8	11	32	18	27	44	67	58	3	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	1309	38974	99	99	99	499	537	524	19	6	8	33	16	25	46	71	61	2	7	5
Male	176	1315	40124	97	100	97	498	528	513	23	10	13	32	21	28	42	62	54	3	7	4
African American	14	77	4243	88	97	98	493	513	506	21	13	14	21	27	32	57	55	51	NA	5	3
Hispanic	211	502	30987	99	100	99	482	494	498	29	22	17	36	33	36	34	44	45	1	1	1
Asian/Pacific Islander	NC	61	1832	NC	100	99	NC	533	543	NC	8	4	NC	16	17	NC	70	69	NC	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	109	1956	37467	98	100	98	531	543	539	6	4	5	25	14	17	62	73	70	7	9	8
Students with Disabilities	43	287	8567	91	98	88	457	476	467	49	31	39	40	37	38	12	29	22	NA	3	1
Students without Disabilities	300	2340	70612	99	100	99	504	539	524	17	5	7	31	16	25	48	71	62	3	8	5
Limited English Proficient Students	86	173	9013	95	99	95	443	448	461	64	56	40	33	37	48	3	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	218	622	33345	96	96	96	486	498	499	27	18	17	36	33	36	36	48	46	1	1	1
Non-Economically Disadvantaged	125	2005	45834	100	100	99	520	543	533	10	5	7	26	14	19	57	72	67	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	351	2641	79734	100	100	99	542	566	554	6	2	3	20	13	19	74	85	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	1320	39243	100	99	99	551	578	568	4	1	2	16	7	12	80	91	85	NA	1	1
Male	181	1318	40413	100	100	98	534	554	541	8	3	4	23	18	26	68	79	70	1	0	0
African American	16	78	4285	100	99	99	513	552	548	13	3	3	31	18	22	56	79	74	NA	NA	0
Hispanic	214	507	31254	100	100	99	530	538	539	8	6	5	24	24	25	67	70	70	0	0	0
Asian/Pacific Islander	NC	61	1837	NC	100	99	NC	569	579	NC	2	1	NC	11	9	NC	85	87	NC	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	112	1964	37668	100	100	99	570	574	569	1	1	1	10	9	13	89	89	85	NA	1	1
Students with Disabilities	49	293	8943	100	100	92	502	515	495	10	7	11	47	40	51	41	50	38	2	3	1
Students without Disabilities	302	2348	70791	100	100	100	548	572	561	5	1	2	16	9	15	79	89	83	NA	1	0
Limited English Proficient Students	90	177	9138	99	100	97	474	480	492	21	18	13	50	50	46	28	32	40	1	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	225	633	33718	100	98	97	531	541	538	7	4	5	26	24	26	67	72	69	0	1	0
Non-Economically Disadvantaged	126	2008	46016	100	100	100	562	574	567	5	1	2	9	9	14	87	89	84	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	39	NA	54	99	39	57	50	97	43	65	54
	Language	100	54	69	58	99	44	61	52	100	46	68	58
	Mathematics	100	50	73	62	99	45	59	50	94	41	65	54
8	Reading	98	40	NA	55	99	43	59	51	97	44	67	58
	Language	97	44	62	52	99	45	58	50	100	44	65	56
	Mathematics	97	47	71	61	99	49	63	53	91	48	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Evaluate Ongoing Program
- Ü School Safety Issues
- Ü Community Outreach Programs
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Tax Credit Expenditures

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.67
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	11	1	0	0
7 to 9 years	10	2	0	0
10 or more years	13	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	272
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü School Television Network (GTV)
- Ü Library
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural/SportsProgram/Interscholastic
- Ü AIMS Support Classes
- Ü Before and After School Homework Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention/Crisis Management
- Ü After School Program
- Ü Parent Resource Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Greenway Middle School is a winner of the 1998 A+ Secondary School of the Arizona Educational Foundation Recognition Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GMS participates in a positive self-esteem program that places ownership on the students. The students must satisfy certain criteria to earn distinction. Those who fulfill the requirements are named Students of the Year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jesse Acosta	(602) 493-6300
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Natalia Cirincione	(602) 493-6300
Student Health/Nurse	Genie Trotter	(602) 493-6300

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.